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REPORT

of the

Program Review Committee

on

Multicultural Education/Race Relations

The Board of Education for the City of York

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Report of the Program Review Committee On Multicultural Education/Race Relations

In 1977, the Board of Education for the City of York adopted a **Report of the Work Group on Multiculturalism.** This report presented recommendations to facilitate improved race relations in schools and promote greater understanding and appreciation for the cultural, racial, and ethnic diversity that represents the City of York's population.

Two years following the 1977 Report, a second document was produced to review the recommendations in the original policy. **The Report of the Race Relations Committee (May 23, 1979)** articulated a policy in race relations, and provided guidelines for responding to racial incidents.

At the January 30, 1989 meeting of the Board of Education for the City of York a recommendation was carried that:

> "the proposal, as presented, regarding the implementation of a Program Review Committee on Multicultural Education and Race Relations be adopted." [1]

A Committee was established with the following membership:

Rupert Castello	-	Vice-Principal, D.B.Hood Community School
Wayne Cross	-	Principal, Dennis Avenue Community School
Denise Gordon	-	Teacher, Adult Day School (Resource Person)
Karen Hen	-	Trustee, Ward 1
Elizabeth Hill	-	Trustee, Ward 4

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[1] Minutes of The Regular Meeting of The Board of Education for the City of York, January 30, 1989, page 16. Refer to the attached: Report of the Assistant Superintendent of Program - Community Services

Rod McColl	-	Supervising Principal, Community and Multicultural Education (Chairperson)
Marlene Miller	-	Vice-Principal, Vaughan Road Collegiate
Jack Murray	-	Planning and Research Department (January - June 1989)
Lynn Ravesi	-	Teacher, Community and Multicultural Education (Resource Person, March - June 1989)
Kevin Rex	-	Student, Runnymede Collegiate
Ruth Russell	-	Trustee, Ward 3
Naseem Shaikh	-	Student, Runnymede Collegiate
Dale Shuttleworth	-	Superintendent of Community Services
Yvonne Smith	-	F.W.T.A.O.
Barbara Sprumont	-	Planning and Research Consultant
Gerry Tsuji	-	Planning and Research Department
Ruth Ann Whipp	-	Vice-Principal, York Memorial Collegiate
Ruth Wiggins	-	CUPE Local 1749
James Williamson	-	Superintendent of Personnel
John Vieira	-	Ontario Secondary School Teachers Federation Representative

This review document represents views from the schools, the community, and Board administrators concerning the present status, needs and priorities in multicultural and race relations education.

Section One: **The Process**

Summary of School Consultations

Each elementary and secondary school in the City of York was asked to participate in the race relations review process. Education 2,000 representatives were organized to conduct discussions in their respective schools in response to the following questions:

Stop What practices should be stopped that promote discrimination and intolerance in our schools?

Start What initiatives should be undertaken to improve the climate in our schools so that all will feel welcome and proud to be a part of City of York schools?

Continue What practices should be continued that foster positive relationships among all learners and staff?

Staff members responded to these questions and the results were analyzed and cross-referenced to the recommendations made in the 1977 **Report of the Work Group on Multiculturalism.**

Summary of Administrative Consultations

Departments of the Board were given surveys that asked them to respond to the recommendations made in the 1977 Report in terms of their implementation status. Portions of the survey were sent to the department directly involved with the specific responsibility for implementation, and each department responded in terms of the item being implemented, partially implemented, not implemented, or no longer applicable.

Summary of Community Consultations

Six public meetings were held between September and November 1989 asking the community to share its views on multiculturalism/race relations in City of York schools. The meetings were advertised in community newspapers, while flyers and student leaflets were distributed to every home in the City of York. In addition, notifications by mail and phone were given to community groups within the Board's jurisdiction inviting them to participate in the public meetings.

Throughout the community consultative process, fifty persons attended the meetings and thirteen individuals gave formal briefs. The discussions that took place were dynamic and provocative, and community members commended the Board on their multicultural/race relations review initiative. They were hopeful that the input arising from the consultative process would be acted upon.

Section Two: **Ten Years of Growth and Change**

Out of the consultative process came a list of initiatives identified as having been implemented over the past ten years, as well as areas warranting attention.

This section presents the accomplishments of the City of York Board of Education in multiculturalism/race relations.

The following list, although not a comprehensive one, represents initiatives implemented over the last ten years:

The establishment of daytime English language and orientation programs for adults: The Adult Day School;

The hiring of Community Liaison Officers;

Acquisition of materials about the cultures of minority groups;

The implementation of Heritage Language Instruction;

The creation of two term consultative positions in curriculum and staff development in multicultural education;

The establishment of the Department of Immigrant Services (now called Community and Multicultural Services) for student placement and consultative support for English as a Second Language/Dialect teachers;

Growth in the hiring of certified English as a Second Language/Dialect teachers;

Multicultural/English as a Second Language in-service for teachers;

Provision of interpreter and translation services;

Continued efforts to recognize the academic needs of immigrant students as a high priority;

The formation of student advisory groups concerned with multicultural/race relations issues: "Students and Teachers Against Racism" (S.T.A.R.);

Creation of Multicultural Leadership Programs: Grades 9 and 11 (Pine River);

Continued efforts to attract, hire and promote the best educators from many backgrounds;

Student conferences on "Harassment" and "Breaking Down the Stereo-Types;"

Multicultural/Anti-Racist Education in-service for Board employees.

Section Three: **Needs Identified**

Although the Board of Education for the City of York has made significant progress in multicultural/race relations education, there are still areas where attention must be given in order that our educational system that continue to address current and emerging needs.

The main issues can be identified under the following headings that coincide with the **1977 Report of the Work Group on Multiculturalism**:

1. A School/Community Climate
2. A Curriculum for Multiculturalism/Race Relations
3. Immigrant Students
4. Staffing and Teacher Preparation for a Multicultural School Population

Issues:

1. **A School/Community Climate:**

   Teachers believe that it is necessary that the Board establish an on-going Multicultural/Race Relations Committee. This Committee would assist teachers in handling racial incidents, organizing employee in-service, and overseeing the implementation of anti-racist educational practices across the system. The Committee would work with parents in assisting in the improvement of attitudes toward all cultures. Teachers and the community feel that such an active committee ought to have the Director and Chairperson of the Board as key members. The initial task of this committee would be to establish sub-committees to oversee implementation of the recommendations presented in this report.

Community members and teachers were in favour of a stronger relationship between community and schools. It was felt that interested principals and educators should be encouraged to work with parents to develop a forum for the discussion of differing values, expectations and cultural norms.

Concern was frequently expressed by teachers regarding the need to deal directly with racial and ethnic slurs. They felt that there should be greater consistency and consequences toward offenders who fail to adhere to the Board's Policy Statement on Racism to send out the message that this type of behaviour will not be tolerated in City of York schools.[2]

Students feel that multiculturalism/race relations are important concerns. There was student support for a student advisory committee at every senior and secondary school to assist with race relations issues that arise.

In 1977, the Multicultural Report recommended that a system-wide survey be conducted to obtain information about the community in the City of York for the purpose of providing a "description of the demographic, social and academic characteristics of our students and determining the correlation between students' backgrounds, including race, and their placement in our school programs."[3] The issue will be explored further.

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[2] Report of the Race Relations Committee, Board of Education for the Borough of York, 1979, page 6.

[3] Report of the Work Group on Multiculturalism, Board of Education for the Borough of York, 1977, page 22.

2. A Curriculum for Multiculturalism/Race Relations:

Educators and community representatives requested that more multicultural, anti-racist, bias-free curriculum units be created which reflect the multi-racial and multi-ethnic population of the city. These units should provide opportunities for students to understand and value the beliefs and traditions of cultures other than their own.

The teaching staff indicated the need to have seminars on human rights for all students. The community suggested that lessons be planned that explain the significance of the human rights code. It was suggested that students be encouraged to draft their own code and have it, along with the provincial version, prominently displayed in the schools.

3. Immigrant Students

The City of York continues to experience significant population changes as immigrants continue to settle in the community. Naturally, these changes exert new demands on the educational system. Accommodating the needs of all learners continues to be a Board priority.

While the Board of Education for the City of York has increased its E.S.L. staffing to meet these needs, teachers continue to request additional English as a Second Language, English as a Second Dialect and Upgrading programs.

Following the recommendation in the 1977 Multicultural document, newly arrived students are assessed in order that they may be placed in appropriate programs in City of York schools. Teachers continue to request that assessments be carried out on newly arrived students.

The community expressed concern regarding the type of assessment used in placing newly arrived students. They recommended that any assessment instruments being used be free of cultural bias.

4. Staffing and Teacher Preparation for a Multicultural School Population

Requests for resource materials on inter-cultural awareness and multicultural/race relations issues continue to be made by teachers. Comprehensive lists of topics and resource materials suitable to increase sensitivity and understanding of multicultural issues in the schools have been compiled but have not yet been disseminated. In addition, lists of persons who could assist schools to better prepare for a multicultural school population have not been developed. These are areas where the community and schools feel that there is work to be done.

The teaching staff suggested that: "the Board...continue to attract the best teaching and support staff who also reflect the multi-ethnic and racial composition of our society" [4] now that the hiring situation has improved. In addition the suggestion was made to explore ways of encouraging minorities to apply for positions of responsibility. The community was in agreement that this be a continued practice.

Learning more about the students in their classes and the contributions of ethnic groups to Canada's growth is a high priority for teachers. The community suggested that in-service be provided for all Board employees to help sensitize individuals to the issues of living and working in a multicultural society.

Teachers feel that it is of paramount importance that we continue to recognize the academic needs of immigrant students as a high priority. In fulfilling this objective, the Board should establish more specialized assistance, counselling, and support services to assist students in adapting to our educational system.

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[4] Report of the Work Group on Multiculturalism, Board of Education for the Borough of York, 1977, page 39.

Each school in the City of York is unique and must establish its own set of priorities in multicultural/race relations educational practices. Resources and support should be made available to facilitate school initiatives.

Section Four: **Directions for the Future:**

Over the past ten years, much work has been done in the area of multiculturalism and race relations. A significant component of Canada's policy on multiculturalism is to celebrate the varied traditions of its cultural mosaic. Although it is essential that Canadians understand and respect the diversity of all its peoples, this understanding has not curbed racial intolerance.

Incidents of racism are on the rise. Our policy of multiculturalism has helped change attitudes, but has not solved the problem of racism and its consequences. Educators are therefore looking specifically at programs that address racism and how it can be combatted in our schools.

The challenge for teachers in the City of York is to prepare students to live harmoniously in the global village. Currently items of intolerance from coast to coast are featured in the media. Schools are not isolated from instances of intolerance. In the next few years the rate of staff turn-over will increase. It is essential that new staff be prepared to work with our multicultural population. To that end the Board must commit itself to meeting the serious challenges in inter-group relations that lie ahead.

Towards Anti-Racist Education

Like multicultural education, anti-racist pedagogy supports the notion of the unity and diversity of Canadian society. However, along with this hopeful notion is the awareness that rights and privileges are not equitably distributed among all people in our society. Anti-racist educational practices encourage individual and collective action against racism, and challenge systemic barriers which marginalize groups of people. It includes globally-based school curriculum, system-wide equity programs, and the analysis of social systems and their relationship to power.

In short, anti-racist education seeks to empower individuals to maximize their participation in society through non-sexist/non-racist educational strategies.

Recommendations

The following recommendations reflect the Multicultural/Race Relations Committee's responses to the concerns expressed by the community, school and administration. The recommendations are identified under the headings that coincide with the **1977 Report of the Work Group on Multiculturalism**.

A School/Community Climate:

It is recommended that:

1. the Board adopt an anti-racist educational focus to assist students in dealing with issues of racism and equity to enable them to meet the societal challenges of the future

2. an on-going Multicultural/Race Relations standing committee be established to oversee the implementation of the recommendations made in this document

3. the position of Multicultural/Race Relations Advisor be created to carry out initiatives as specified by the review document

4. the Multicultural/Race Relations Advisor report to the Supervising Principal, Community and Multicultural Education

5. community members be consulted to assist with the implementation of the recommendations made in this report

6. the standing committee explore ways of obtaining information on students in the City of York for program planning purposes

7. the pool of potential educators be expanded by encouraging and nurturing students from a variety of ethnic and cultural groups to pursue education as a possible career goal

8. an assessment of the status of the implementation of the report be made at regular intervals with the assistance of knowledgeable community members

A Curriculum for Multiculturalism/Race Relations

It is recommended that:

9. curriculum materials be screened for bias through the creation of a review process of all curriculum documents

10. curriculum be modified to reflect the ethnic and racial diversity of Canada

11. a multicultural/race relations life skills and/or social skills curriculum unit be written and taught to students to assist them to successfully interact in the school environment

12. the Human Rights Code be prominently placed in every classroom

13. all students be made aware of their rights under the Canadian Charter of Rights and Freedoms and the Human Rights Code through on-going classroom instruction at the primary, junior, intermediate, and senior levels

Immigrant Students

It is recommended that:

14. the Board explore the feasibility of first language testing of a student's academic skills

15. language assessments that are not culturally biased be used for the placement of E.S.L/D students in language-appropriate programs

16. E.S.L/D students be given first language assessments

Staffing and Teacher Preparation for a Multicultural School Population

It is recommended that the Multicultural/Race Relations Standing Committee:

17. develop procedures to compile resource materials to reflect the contributions of particular ethnic groups to Canada's growth

18. catalogue up-to-date multicultural/anti-racist educational materials for general use

19. compile lists of multicultural/race relations contact persons to be used for in-service with City of York students and personnel

20. the Board explore additional ways of recruiting and promoting personnel representative of the various ethnic and racial minorities that compose Canadian society

21. race relations representatives be appointed throughout the system to liaise with the Board's Multicultural/Race Relations Standing Committee

22. the Administration establish on-going in-service for Board employees to facilitate greater understanding of the multicultural diversity in the City of York and assist with the integration of race relations/multicultural issues as a regular part of school programs

23. the Board adopt the attached implementation plan which specifically outlines:

    a) the recommendations from the report and naming the department personnel responsible for implementation

    b) the specific tasks that are needed to be completed in order to carry out the recommendations

    c) a schedule for implementing the recommendations

Report of the Program Review Committee on Multicultural Education / Race Relations

IMPLEMENTATION TIMELINE

1. A SCHOOL / COMMUNITY CLIMATE

Recommendations	Tasks	Responsibility	Timeline
The Board Adopt an anti-racist educational focus	- develop curriculum in anti-racist education;	Superintendents of Curriculum and Community Services	immediate
	- continue to develop alternative programming to meet the special needs of racial and cultural minority groups;		
	- organize in-service for: non-teaching staff, teaching staff, supervisory officers, trustees;	Superintendent of Staff Development	on-going
	- publicize Race Relations/Anti-Racist educational pedagogy through brochures explaining Board Policy on racial incidents, folders with resources and information on Board programs available in Race Relations	Communications Manager	1991
Create a Multicultural/Race Relations Standing Committee	- chair Race Relations Standing Committee;	Director and representative staff of his choice	1991
	- oversee the delegation and implementation of the recommendations made in the Report of the Program Review Committee on Multicultural/Race Relations;		

Recommendations	Tasks	Responsibility	Timeline
Establish the position of Race Relations Resource Advisor	- oversee staff and curriculum development of anti-racist, ethno/racial/cultural materials; - ensure that practices throughout the Board reflect the established race relations policies; - instigate and assist in research initiatives in all areas of race relations; - initiate change in staff development, personnel, procedures and policies and employment equity; - develop resources in anti-racist curriculum; - provide educational opportunities for networking among anti-racist educators; - provide workshops that are curriculum related to anti-racist education; - organize the"Committee of Anti-Racist Educators (C.A.R.E) to have representatives in every school for on-going staff development; - liaise with the community to encourage greater parental involvement and awareness in the area of race relations; - co-ordinate the implementation of the Review Report; - report to the Director and the Standing Committee on Race Relations - update Board staff with a race relations newsletter;	Superintendent of Community Services, Supervising Principal - Community and Multicultural Education	immediate

Recommendations	Tasks	Responsibility	Timeline
Community members be consulted to assist with the implementation of the recommendations made in the Report of the Committee on Race Relations	- work with Community Liaison Officers to organize community meetings; - attend School and Community Organization (S.A.C.O) meetings to raise awareness on race relations issues and get feedback; - recruit volunteers to work on the Race Relations Standing Committee to help monitor and evaluate implementation;	Director of Education, Superintendent of Community Services, Race Relations Advisor	on-going
Explore ways of obtaining information on students for program planning purposes	- develop the instruments and procedures for data collection;	Research Department Staff	1991
An assessment of the status of implementation of the Report be made by knowledgeable community members	- invite community members to respond to the status of implementation; - write a status report on the progress of implementation; - present findings to the Race Relations Standing Committee	Director of Education	on-going

2. A CURRICULUM FOR MULTICULTURALISM / RACE RELATIONS

Recommendations	Tasks	Responsibility	Timeline
Materials be screened for bias	- create a review process for screening materials for classroom use	Curriculum Consultants/Co-ordinator	1991 1993
Curriculum reflect the ethnic & racial diversity of Canada	- review curriculum and courses of study annually to ensure that they reflect the ethnic and racial diversity of Canada	Superintendent of Curriculum, Curriculum Consultants/Co-ordinator	on-going
A multicultural/race relations life and/or social skills curriculum unit be written and taught to students to assist them to successfully interact in the school environment	- review other board models where such programs are in place; - hire writing teams to work with specific needs of a particular school, including individuals representative of the different departments of the board; - conduct a needs assessment with the schools to get their input; - pilot curriculum; - develop procedures to monitor implementation;	Superintendent of Curriculum, Standing Committee on Race Relations	on-going
Students be made aware of their rights under the Canadian Charter of Rights and Freedoms and the Human Rights Code	- instruction in the primary, junior, intermediate, and senior division across the curriculum; - prominent placement of the Charter of Rights and the Human Rights Code in every classroom;	Superintendent of Curriculum	immediate

3. IMMIGRANT STUDENTS

Recommendations	Tasks	Responsibility	Timeline
Use language assessments that are not culturally biased for the placement of ESL/D students in appropriate programs;	- review present assessment tools; - further develop assessment procedures for: reception, assessment, placement, programming, monitoring, identification of special needs, placement and communication with parents/guardians;	Superintendents of Community Services and Student Services	1991
ESL/D students be given first language assessments	- explore other board models where first-language testing is in place	Superintendents of Community Services and Student Services, Planning and Research Consultant	on-going

4. STAFFING AND TEACHER PREPARATION FOR A MULTICULTURAL SCHOOL POPULATION

Recommendations	Tasks	Responsibility	Timeline
Develop procedures to compile resource materials reflective of the contributions of particular ethnic groups to Canada's growth	- develop resources; - ensure availability for classroom study; - provide in-service to demonstrate integration of materials into courses of study;	Director of Education, Superintendent of Curriculum, The Race Relations Standing Committee	1991 on-going
Catalogue up-to-date multicultural/anti-racist educational materials for general use	- develop resources based on consultation with appropriate personnel; - develop procedures for effective distribution of materials to classroom teachers and students; - generate bibliographies and suggested reading lists of materials in the Professional Library;	Superintendent of Staff Development	1992 on-going
Compile lists of contact persons working in multicultural/race relations as resources	- develop contact lists; - provide in-service in areas of need expressed by staff and students;	Superintendent of Staff Development	1991 on-going
The Board explore additional ways of recruiting and promoting personnel representative of the various ethnic and racial minorities that compose Canadian society	- review current recruitment, hiring, promotion and appeals practices and procedures to ensure equal access to applicants from racial and ethnic minorities; - provide in-service on standard interview procedures and expectations;	Senior Superintendent of Personnel	1991

Recommendations	Tasks	Responsibility	Timeline
Race relations representatives be appointed throughout the system to liaise with the Board's Multicultural/Race Relations Standing Committee	- organize representation throughout the Board;	Principals	1991
Expand the pool of potential educators by encouraging and nurturing students from a variety of ethnic and cultural groups to pursue education as one of their possible career goals	- organize conferences/job fairs for students; - establish mentoring programs;	Senior Superintendent of Personnel, Affirmative Action Advisor, Guidance Personnel	on-going
The administration establish on-going in-service for Board employees to facilitate greater understanding of the multicultural diversity in the City of York and assist with the integration of race relations/multicultural issues as a regular part of school program	- in-service for Board employees on a regular basis that deals with multiculturalism/race relations; - supervision of classroom instruction to include race relations/multicultural issues;	Superintendents of Staff Development and Curriculum	on-going